

School Name: Durham Middle School
Date: 8/12/2024

GOAL #1 Literacy	By the end of the 2024-25 school year Durham Middle School will increase the percent of students scoring a level 3 or 4 on the ELA Milestone Assessment by at least three percent from 63% to 66%.
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Action Step(s)	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Teachers will Disaggregate student data to determine strengths and weaknesses in the areas of reading and writing. Attend professional learning for active reading strategies and collaborative scoring. Use active reading strategies throughout instruction to improve reading comprehension.	Performance Target: Students will show growth in active reading strategies as evidenced by improved constructive response scores on the school-wide rubric. Ultimately, students will demonstrate growth on the 2024-2025 ELA Milestone Assessment. Implementation (include person responsible): Teachers will use active reading strategies provided through professional learning to improve student reading strategies in all content areas. Artifacts: CCC minutes and unit plans Student use of active reading strategies in class Formative and Summative Assessment data Progress Monitoring: Student progress toward improved reading will be monitored through BEACON testing and common formative and summative assessments throughout the year. Teachers will track growth using BEACON for Lexile scores while using formative and summative assessment data to track improved reading strategies as part of the CCC process for data analysis.

<p>Teachers will:</p> <p>Give a common assessment that includes a constructed response based on a nonfiction text, at least once a month, or twice a quarter.</p> <p>Develop and use a school-wide writing rubric for collaborative scoring.</p> <p>Implement intervention through Wildcat Block for students who are not meeting expectations based on the school-wide rubric.</p>		<p>Performance Target: Students will show growth in writing as evidenced by improved constructive response scores on the school-wide rubric. Ultimately, students will demonstrate growth on the 2024-2025 ELA Milestone Assessment</p> <p>Implementation (include person responsible): ELA teachers will develop a school-wide writing rubric for collaborative scoring. All teachers in all content areas will include constructed response based on a nonfiction text (including word problems and articles), and score responses collaboratively using the rubric. Students who are not showing success will be provided additional intervention through Wildcat Block, Durham’s intervention period.</p> <p>Artifacts: School-wide rubrics Collaborative scoring data analysis Student progress monitoring</p> <p>Progress Monitoring: Student progress toward improved writing will be monitored through data analysis of constructed responses throughout the year. Teachers will analyze data during collaborative team meetings and determine intervention and extension based on growth. Constructed response assessment items will be provided, assessed, and remediated/enriched no less than once per four and ½ weeks.</p>
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GOAL #2 Math	By the end of the 2024-25 school year Durham Middle School will increase the percent of students scoring a level 3 or 4 on the Math Milestone Assessment by at least three percent from 72% to 75%.
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Action Step(s)	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Teachers will: Disaggregate student data to determine student strengths and weaknesses in the areas of math throughout the year. Meet during CCCs with specific emphasis on collaboration for instructional strategies for students who met academic expectations and those who did not.	Performance Target: Students will show growth in math as evidenced by improved formative and summative assessment scores. Ultimately, students will demonstrate growth on the 2024-2025 Math Milestone Assessment
	Implementation (include person responsible): Math teachers will utilize the CCC process with a specific focus on identifying and supporting students who did not master concepts and those who show readiness for acceleration. Supplemental programs and interventions will be provided as needed based on continuous student progress monitoring.
	Artifacts: CCC Minutes Data analysis of unit plans BEACON scores Supplemental program data collection
Teachers will: Use supplemental math programs throughout instruction to improve math fluency, computation, and reasoning.	Progress Monitoring: Student progress toward mastery of math standards will be monitored through data analysis of formative and summative assessments as well as BEACON scores, and supplemental programs. Teachers will analyze data during collaborative team meetings and determine intervention and extension based on growth.
	Performance Target: Students will show growth in math as evidenced by improved formative and summative assessment scores. Ultimately, students will demonstrate growth on the 2024-2025 Math Milestone Assessment
	Implementation (include person responsible):

Implement intervention strategies in Wildcat Block to address the learning needs of students not mastering math standards.	<p>Math teachers will utilize supplemental math programs for students as needed based on student progress monitoring of content mastery. Students who need additional intervention or extension will be offered Wildcat Block intervention</p> <p>Artifacts: CCC Minutes Data analysis of unit plans BEACON scores Supplemental program data collection</p> <p>Progress Monitoring: Student progress toward mastery of math standards will be monitored through data analysis of formative and summative assessments as well as BEACON scores, and supplemental programs. Teachers will analyze data during collaborative team meetings and determine intervention and extension based on growth.</p>
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GOAL #3 School Selected	Decrease the total number of office discipline referrals by 5% during the 2024-2025 school year.
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Action Step(s)	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Teachers will: Implement the school wide PBIS tier one strategies to include teach/reteach/conference with students at	<p>Performance Target: Students will show improved behavior throughout the school day, resulting in a reduction of discipline referrals.</p> <p>Implementation (include person responsible): All teachers will attend professional learning for improved implementation of tier one, two and three strategies. Teachers will also employ appropriate leveled strategies and interventions throughout the year.</p>

<p>regular intervals to reinforce positive behavior.</p> <p>Employ PBIS tier 2 and tier 3 strategies and interventions.</p>	<p>Artifacts: Discipline referrals PBIS Rewards data Tier 1, 2, and 3 strategy checks</p> <p>Progress Monitoring: Discipline data, PBIS behavior data, PBIS Rewards data will be reviewed monthly to monitor trends in student behavior with the intended outcome of fewer discipline referrals and fewer students requiring Tier 2 and 3 support.</p>
<p>Teachers will: Utilize PBIS Rewards to acknowledge positive behavior.</p> <p>Attend PL to improve classroom management and enhance positive student behavior.</p> <p>Follow the Durham Discipline Pathway</p>	<p>Performance Target: Students will show improved behavior throughout the school day, resulting in a reduction of discipline referrals.</p> <p>Implementation (include person responsible): All teachers will utilize PBIS Rewards for positive and expected behaviors. Teachers will also attend ongoing professional learning to improve classroom management and further appropriate behavior. Professional learning will be provided by the PBIS committee.</p> <p>Artifacts: Discipline data PBIS data PBIS Rewards data</p> <p>Progress Monitoring: Discipline data from a variety of sources will be reviewed monthly with professional learning provided to support teachers in identified areas of need. Teachers will reinforce positive behavior via the PBIS Rewards app, which will also be monitored to identify students with outstanding behavior as well as those who need additional tiered support.</p>

Final Notes

Principal Signature

Assistant Superintendent